

Fine Arts - Dance Course Descriptive Guide

Second Grade [1997]

Course Description

This curriculum is written to aid the teacher and student to facilitate the learning of dance as an art form. Four standards are included: moving, investigating, creating, and contextualizing. Three or possibly all four standards may be addressed in every movement lesson. In dance, the emphasis must always be on actively engaging the child through participation. A 30-minute class might be as follows: a five-minute warm-up, five minutes for locomotor movements, 15 minutes for problem solving through exploring and creating, and five minutes for showing solutions and discussion. In a 30-minute lesson such as this, please note that over 25 minutes is spent moving, while less than five minutes is in discussion. Critiquing, discussing, and evaluating is important for processing; however, at the elementary level, two to three minutes is ample.

Core Standards of the Course

TOPIC: Moving

STANDARD:

The student will identify and safely demonstrate knowledge of the body and movement skills in performing dance.

OBJECTIVES:

Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises.

- Recognize and avoid possible room or outdoor hazards.

Strategy Example:

Talk about possible dangers, the room being too hot or too cold, and how to deal safely with those concerns; e.g., stay away from obstacles, drink plenty of water in the heat, wear a sweatshirt in a cold room.

- Participate in dance with an awareness of appropriate safety concerns; e.g., warming up before stretching, never bouncing on a stretched muscle, drink water.
- Define and demonstrate personal and group space.

Strategy Example:

Explore how wide, high, and deep the body can reach while standing in a stationary position in the general space of the room. Reach to the limits of those parameters. Maintain personal space during warm-up activities. Move safely in group situations and limited space; e.g., show respect for others by not bumping or colliding when traveling through space; e.g., explore the room by walking to the open spaces and by filling the room evenly.

- Move body parts in isolation.

Strategy Example:

Sit or stand in place, then move through space, leading with different body parts. Include whole body action; e.g., opening and closing, swinging, stretching.

- Show an increase in strength, endurance, and flexibility.

Strategy Example:

To increase strength, lift legs (one at a time, feet stretched, legs straight) while lying on the back; to increase endurance, increase repetitions over time; to increase flexibility, sitting in a "V" with legs in stride, slowly lean forward and hold

for 16 slow counts. Cautions: Never bounce or force a stretch and only stretch after muscles are warm; avoid rolling feet in.

- Increase coordination, agility, alignment, and balance.

Strategy Example:

With feet in parallel position and keeping knees over toes and back straight, on count 1, bend in a demi-plie; on count 2, straighten knees; count 3, rise on toes and balance; and on count 4, lower heels. Repeat sequence several times.

Identify and execute axial and locomotor steps.

- Explore axial movements of bending, twisting, reaching, and turning in place.
- Demonstrate basic locomotor steps of walk, run, hop, jump, leap, skip, slide, and gallop.
- Explore making directional changes while performing locomotor steps.

Strategy Example:

Walk forward four counts, turn around and walk backward four counts, repeating the pattern across the floor.

TOPIC: Investigating

STANDARD:

The student will identify and demonstrate the movement elements in performing dance.

OBJECTIVES:

Expand dance vocabulary with movement experiences in time.

- Clap and then move, accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters.
- Explore the difference between 2/4, 3/4, and 4/4 meters using isolated body parts, directional facings, levels, and energy qualities.

Strategy Example:

For 2/4 meter, change directions on every strong beat while walking.

Expand dance vocabulary with movement experiences in space.

- Create symmetrical and asymmetrical shapes with the body, then alternate one with the other while changing levels and/or the direction the body is facing.
- Combine traveling through space, using a variety of basic locomotor steps, with movement of the head, arms, or back in challenging and interesting ways; e.g., skipping with arms circling, or leaping with arms stretched and face lifted to the sky.
- Explore with fellow students two to four locomotor combinations by moving through space with a partner; e.g., explore meeting, parting, and passing.

Expand dance vocabulary with movement experiences using the basic qualities of energy and motion.

- Explore moving heavily and lightly using level, direction, and timing changes.
- Improvise a sequence of energy changes; e.g., moving from sustained, which is floating and gliding, to percussive, which is sharp and quick.
- Compose a sequence of movements lasting approximately 24 counts, demonstrating energy changes; e.g., percussive, sustained, vibratory, swinging, suspend, collapse, explode.

TOPIC: Creating

STANDARD:

The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

OBJECTIVES:

Explore the process of making a dance.

- Students respond with changes in their walking to suit the change in musical styles the teacher plays.
Strategy Example:
Explore new and unusual solutions to walking by changing direction, speed, size of steps, rhythm, levels.
- Explore movement possibilities within a confined space.
Strategy Example:
Discover new and unusual solutions such as moving in relation to a chair or desk; e.g., sitting, kneeling, on, off, under, over, connected to others, or towards and away from the desk or chair.
- Translate natural elements, such as the wind, into body movement. Consider gusty, gentle, steady, strong, etc.

Create and discuss movement solutions derived from movement exploration.

- Create and practice a short pattern of movement with a clear beginning and a clear ending.
Strategy Example:
Discuss how movement exploration can become set into a short pattern with a beginning and an end; e.g., develop a pattern from one of the above indicators. Add a high, round shape at the beginning and a low, twisted shape at the end. Practice and perform for the class in small groups.
- Observe and discuss movement solutions of other dancers/ classmates.
- Evaluate success in using personal space, landing quietly on feet, following directions, remembering sequences, and using unique and/or creative movements.
- Demonstrate by moving, drawing, or writing an awareness of how dance can communicate an idea, feeling, or purpose.

TOPIC: Contextualizing

STANDARD:

The student will understand and demonstrate dance in relation to its historical and cultural origins.

OBJECTIVES:

Perform simple folk dances and singing games. (See Social Studies Core.)

- Learn and perform simple traditional folk dances.
Strategy Example:
Use people in the neighborhood as a resource to share their knowledge of dances suitable for the age group.
- Observe a live performance or video of ritual and/or folk dance; e.g., Hispanic, Pacific Island, Native American, Asian, and African American. Describe the differences in these dance forms, why they were created, and the role they play today.

- Create a simple ritual or folk dance using combinations of locomotor activities; e.g., skipping, walking, leaping, galloping, stomping, and kneeling.

Recognize and use the universal language of dance in world culture. (See Social Studies Core.)

- Describe a ceremonial or a ritual dance.
Strategy Example:
Identify a dance which involves communal gatherings, repetitions of movement pattern, imitation or impersonation of animals, worship of natural forces, and celebration of important events in life.
- Create a simple ceremonial dance based on any of the above.
Strategy Example:
Worship of natural forces: thunder, rain, moon, sun.

Make connections between dance and other disciplines.

- Create a dance project that reveals understanding of a concept or idea from the arts.
Strategy Example:
Explore the philosophy of a particular painter; e.g., Jean Lundberg Clarke. Discuss the repeated use of pattern. Explore these patterns on paper and in movement. Discuss how patterns on paper relate to patterns created in movement. Explore the use of patterns in music and in architecture. Relate this to movement.
- Create a dance project that reveals understanding of a concept or idea from poetry or literature.
Strategy Example:
Discuss the key words in a poem. Discuss what makes those keywords stand out. Find words that inspire movement through content, sound, emotions, and rhythm and relate the words in the poem to movement.
- Create a dance project that reveals understanding of a concept or idea from science.
Strategy Example:
Explore the concepts of a magnet by spatially coming together and going apart to represent the properties of attraction and repulsion. Experiment with these two concepts by utilizing various rhythmic structures on the coming together and the going apart. Explore through movement the stages of metamorphosis of a caterpillar changing into a butterfly.
- Describe observations about connections between dance and other disciplines.